

Michel Thomas^{method}[®]

Mandarin Chinese

Advanced Course

Harold Goodman

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Introduction

What is the Michel Thomas Method?

The Michel Thomas Method* all-audio courses, published by Hodder Arnold, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

How does the Method work?

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

No books
No writing
Just confidence – in hours

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

*US patent 6,565,358

'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'

Emma Thompson

'Michel Thomas is a precious find indeed.'

The Guardian

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

'There's no such thing as a poor student, only a poor teacher.'

Michel Thomas

What level of language will I achieve?

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

HOW ARE THE RECORDINGS BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. With the Michel Thomas Method as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that the teacher builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons; you will always be able to pick up from where you left off, without the need to review.

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally. You will absorb the vocabulary and grammatical structures and, in addition, will be introduced to elements of writing and reading.

How quickly can I learn with the Michel Thomas Method?

One of the most remarkable features of the Michel Thomas Method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Michel Thomas Method. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas Method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience (pages 11–16). This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

Who is the Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of Michel Thomas's own students proves this. Not only did Michel instruct the rich and famous, but he also taught many so-called 'hopeless cases'. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more importantly, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas Method quite simply offers the most effective method that is available.

What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Magazines, newspapers and podcasts (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Build your vocabulary with the Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas's unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel's most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and 'building-block' approach. The teacher builds on Michel's foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the teacher, as in Michel Thomas's original Foundation and Advanced courses.

Who was Michel Thomas?



Michel with Grace Kelly

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fuelled his passion for teaching languages, as a result of which he developed a uniquely effective language-

teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,

Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

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- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.

- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

Track listing

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Note about transliteration

The Mandarin words are transliterated in this track listing using the *pin-yin* method of romanization. In this method the tones are represented by marks on the vowels that look like the hand movements that we're using (see pages 17–18):

- flat tone (green thumb out)
- ˊ rising tone (blue finger up)
- ˋ falling and rising tone (red 'V' for victory)
- ˊ falling tone (black finger down)

CD1 Track 1

Introduction and review of tones

CD1 Track 2

xiē is added to words to indicate plural, e.g. *zhè ge rén* = 'this man', *zhè xiē rén* = 'these men'; *yí xiē* 'some'

CD1 Track 3

chī fàn 'eat (rice)'; *fàn* 'rice'

CD1 Track 4

cān guǎn 'restaurant'

CD1 Track 5

cái 'dish, vegetable, food'

CD1 Track 6

fàn diàn 'hotel'

CD1 Track 7

hē 'drink'; *chá* 'tea'; *yì bēi chá* 'a cup of tea'

CD1 Track 8

ba is used to make a suggestion, to mean 'let us do something'; *kā fēi* 'coffee'; *qǐng* 'please'; *mǎi dōng xi* 'buy stuff = go shopping'

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CD1 Track 9

hǎo 'good' used to mean 'OK'; *míng tiān* 'tomorrow'

CD1 Track 10

xué xí 'study'

CD1 Track 11

nǎ 'which'

CD1 Track 12

nǎ ge 'which one'

CD1 Track 13

wèn tí 'problem, question'; *méi wèn tí* 'no problem'

CD2 Track 1

yú 'fish'; *hǎo chī* 'good eat = delicious'; *dòu fu* 'bean curd, tofu'; *hǎo kàn* 'good look = good-looking'

CD2 Track 2

yǒu yìsi 'have meaning = interesting'

CD2 Tracks 3 and 4

jué de 'feel, think'

CD2 Track 5

è 'hungry; to be hungry'; *zuó tiān* 'yesterday'

CD2 Track 6

wǎn shàng 'evening'; *wǎn fàn* 'evening food = supper'

CD2 Track 7

shí hòu 'time'; *shén me shí hòu* 'what time, when'

CD2 Track 8

de tells us that the previous word or phrase describes what follows, e.g. *wǒ de* 'I + describer = my'; *Mǎ tàitai de péng yǒu* 'Mrs Ma + describer friend = Mrs Ma's friend'.

We only use one *de*: *wǒ lǎo shī de péng yǒu* 'I teacher + describer friend = my teacher's friend' (not *wǒ de lǎo shī de péng yǒu*).

CD2 Track 9

Position of *de* varies according to the number of syllables in the describing phrase; e.g. after two syllables such as adjectives, *wǒ de hǎo péng yǒu* 'my good friend', but *wǒ hěn hǎo de péng yǒu* 'my very good friend'

CD2 Track 10

shì shén me yìsi 'what meaning is = what does ... mean?'

CD2 Track 11

dān wèi 'workplace'

CD2 Track 12

yǒu yìsi de 'interesting' when placed before word it describes, e.g. *yí ge yǒu yìsi de shū* 'a has meaning + describer book = an interesting book'; *hǎo chī de yú* 'good eat + describer fish = delicious fish'

CD2 Track 13

xué xiào de '(the) school's'; *xué shēng de* '(the) student's'

CD2 Tracks 14 and 15

de can be used after quite long phrases, and replaces 'which' or 'that' in English: *zài zhuōzi xià de shū* 'at table on + describer book = the book that is / was under the table'

CD 3 Track 1

jiào 'call, to be called'

CD3 Track 2

míng zì 'name'

lǎo (used in front of the name of a person) 'old', e.g. *lǎo Wáng* 'old Wang'

CD3 Track 3

huà 'speech, spoken language'; *diàn huà* 'electrical speech = telephone';

shéi de 'who + describer = whose'

CD3 Track 4

The Chinese custom of saving face. *bú kè qǐ* 'no need to be polite, do not be polite'; *bú xiè* 'no to thank; do not thank'; *nǎ lǐ, nǎ lǐ* as a reply to a compliment to show respect and be polite and modest

CD3 Track 5

To give a command in Chinese, just use the verb, e.g. *lái!* 'come!'; *bù lái* 'don't come'.

An alternative way (to the *ma* question marker) of asking a question is to choose from a pair of verbs – the 'menu pattern': *tā shì bú shì yīngguó rén?* 'he-is not is-English person? = is he English?'

CD3 Track 6

This menu pattern can also be used to make suggestions: *wǒmen qù chī fàn, hǎo bù hǎo?* 'we go eat, good not good? = let's go to eat, OK?'

CD3 Track 7

yǒu méi yǒu? 'there-is no is? = is / are there?'

CD3 Track 8

zěn me 'how'

CD3 Track 9

zěn me yàng 'how is it going? how about...?'; *hái shì* 'or' (used in a question)

CD4 Track 1

yín háng 'silver firm = bank'; *de* is not used after country names in order to denote nationality: *yīng guó yín háng* 'English bank'

CD4 Track 2

shī fu 'mate, buddy': this word is used to address somebody who does not have a title; *dǒng* 'understand, comprehend'; *huà* 'speech'; *shàng hǎi huà* 'Shanghai language'; *guǎng dōng huà* 'Cantonese'

CD4 Track 3

kuài 'fast, quick'; *màn* 'slow'; *màn yī diǎnr* 'slow a little bit = a bit slower'; *(yí) cì* '(one) time'; *zài* 'again'; *zài jiàn* 'see you again, good bye'

CD4 Track 4

duì bu qǐ '(I am) sorry'; *méi guān xi* 'it does not matter, never mind, do not worry'; *guān xi* 'connections, relationship, responsibility'

CD4 Track 5

Negative sentences in the past describing physical actions use *méi yǒu* and we call them the *méi yǒu* verbs, e.g.: *méi yǒu mǎi* 'did not buy'; *méi yǒu chī fàn* 'did not eat'; *méi yǒu qù* 'did not go'

CD4 Track 6

To ask questions about the *méi yǒu* verbs you use the menu pattern: *nǐ zuó tiān yǒu méi yǒu mǎi nàgè shū?* 'Did you buy that book yesterday?' *yǒu* 'Yes, I did'; *méi yǒu* 'No, I did not'.

CD4 Track 7

Positive sentences in the past describing physical actions use *le*: *Wǒ māma zuó tiān wǎn shàng mǎi le dōng xi.* 'My mother went shopping yesterday evening (bought stuff).' When there are two verbs *le* goes after the second verb: *qù mǎi le* 'went to buy'.

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CD4 Track 8

Two ways of using *le*: after a verb, to show a physical action completed, e.g. *mǎi le* 'bought'; after an adjective, e.g. *tài hǎo le* 'wonderful'.

Two ways of asking if you did something yesterday: *nǐ zuó tiān qù le běi jīng ma?* *nǐ zuó tiān yǒu méi yǒu qù běi jīng?* 'Did you go to Beijing yesterday?'

CD4 Track 9

If the verb describing the action in the past tense is not physical (e.g. verbs like 'to think', 'to want') we use *bù* for the negative, and indicate the past with a time word such as 'yesterday': *tā bú yào qù běi jīng* 'he doesn't want to go to Beijing'; *tā zuó tiān bú yào qù běi jīng* 'yesterday he didn't want to go to Beijing'.

CD4 Track 10

Conclusion; how to continue learning Mandarin.

Learning the tones using hand movements

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Mandarin has four tones, plus a neutral non-tone, which are critical for communication. While there is considerable leeway for differences in pronunciation (many Chinese learn Mandarin as a second language) there is very little for tones. If your tone is off you won't be understood. Tones, when made user-friendly, are actually quite simple to grasp and integrate into your learning.

The method for learning the tones* which you will experience in this course is specifically designed to address all styles of language learning. It will permit your central nervous system to permanently create pathways that reflect your personal learning style (visual, kinaesthetic, auditory, etc.) and support you in effortless recall and usage of the correct tone at the proper moment in your communication. It works on a subconscious level. You will very quickly find that you are using the movements as a natural part of your learning. These movements work. They have been tested and refined on students without any previous knowledge of Mandarin from many different backgrounds and age levels (teens to the elderly). I encourage you to allow your hands to move with the movements. For some of you that will be essential. For others, this will be less essential. Trust whatever helps you. It will work for you as you permit it to do so.

In this method of teaching tones, each movement is linked to a tone and colour. Romanized Mandarin (*pin-yin*) is written with four distinct tones, which are shown with marks over the affected vowel. These marks are shown in brackets below. The tones are generally listed in the following order when taught and when words are listed in a dictionary.

* patent pending

First tone: (ˉ) long, steady tone. **Colour:** Green.
Movement: Thumb out to side with closed fist.
Example: *zhōng* ('middle').



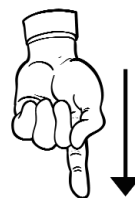
Second tone: (ˊ) rising tone. **Colour:** Blue.
Movement: Index finger pointing up.
Example: *rén* ('person').



Third tone: (ˇ) falling–rising tone. This tone actually resembles a tick mark (UK) or check mark (US) (✓). It starts rather low, goes down a bit and then rises up to the level of the green tone. Please pay close attention to the Chinese native speaker's illustration of this tone. **Colour:** Red.
Movement: Closed fist with index and middle fingers forming a V and pointing up.
Example: *wǒ* ('I, me').



Fourth tone: (ˋ) falling tone. **Colour:** Black.
Movement: Index finger pointing down.
Example: *shì* ('to be, am, is, are').



Neutral non-tone: toneless. **Colour:** None.
Movement: Closed fist.
Example: *ma* (question marker).



Words introduced in the Foundation course

aiya 'too bad, very bad, my God'
bà ba 'father, Dad'
běi jīng 'Beijing'
bù 'no, not'
bú (shì) 'not is' ('trampoline' rule)
bú cuò 'not bad'
bù néng 'cannot'
bù néng lái 'cannot come'
bù xiǎng 'would not like to'
bú xiè 'no thanks, you are welcome'
bú yào 'do not want'
cè suǒ 'toilet'
cuò 'bad'
dà 'big'
dà gài 'maybe'
dāng rán 'of course'
diàn 'electrical'
dōng xi 'a thing, things'
dōu 'both, all'
duì (ma?) 'right(?)'
duì 'correct; yes'
gè 'a (something)'
guó 'kingdom, nation'
hǎi 'sea'
hǎo 'good'
hé 'and'
hěn 'very'; dummy word to go with an adjective
hěn duō 'very many, many, a lot of'
huì 'to be able to'
jiā 'family, home'
jiàn 'to get together, to see somebody, to meet'

jīn tiān 'today'
kàn 'to look, see'
kàn diàn shì 'to watch TV'
kàn jiàn 'to notice, see'
kàn kan 'to take a look'
kě shì 'but'
lái 'to come'
lǎo shī 'teacher'
lún dūn 'London'
ma question marker, to change a statement into a question
māma 'mother, Mum'
mǎi 'to buy'
máng 'busy'
měi guó 'America'
měi tiān 'every day'
měi 'every'
méi yǒu 'there isn't / aren't (not have)'
nà 'that'
nà ge 'that'
nà me 'well, in that case'
nán 'male'
nǎr 'where'
nàr 'there'
néng shuō 'can speak'
néng 'can'
nǐ 'you'
nǐ de 'your, yours'
nǐ hǎo 'hello'
nǐ hǎo ma? 'how are you?'
nǐ men 'you'
nǐ men de 'your, yours'
nǐ ne 'how about you'
nǚ 'female'
péng yǒu 'friend'
qǐng 'please'
qǐng wèn 'excuse me'

qù 'to go (to)'
 rèn shì 'to meet, to be acquainted with'
 rén 'person'
 shàng 'on'
 shàng hǎi 'Shanghai'
 shéi 'who'
 shén me 'what'
 shì 'to be'
 shì 'vision'
 shū 'book'
 shuō 'to speak, say'
 tā 'he, she, it'
 tā de 'his, her, hers, its'
 tā men 'they, them'
 tā men de 'their, theirs'
 tài 'too'
 tài hǎo le 'wonderful'
 tài tai 'wife'
 tài...bù néng 'too...to do'
 tiān 'day'
 wáng xiān shēng 'Mr Wang'
 wèi shén me 'why'
 wén 'literature, culture'
 wèn 'to ask'
 wǒ 'I, me'
 wǒ de 'my, mine'
 wǒ men 'we, us'
 wǒ men de 'our, ours'
 xià 'under...'
 xiān shēng (or sheng) 'Mister, husband'
 xiàn zài 'now'
 xiǎng 'would like to'
 xiè xiè 'thank you, thanks'
 xué shēng 'student'
 xué xiào 'school'
 yào 'to want'

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yě 'also, too'

yì diǎnr 'a little bit of '

yí ge 'a, an, one'

yīn wèi 'because'

yīng guó rén 'English'

yīng wén 'English language'

yǒu 'to have; there is / are'

yǒu de '(there is) some'

yuǎn 'far'

zài of a verb, representing doing something at this moment

zài jiā '(to be) at home'

zài jiā lǐ '(to be) at / inside somebody's home'

zài jiàn 'good bye, see you again'

zài 'again'

zhè 'this'

zhè ge 'this' (in front of a noun)

zhēn de 'really'

zhēn de ma 'really?'

zhèr 'here'

zhī dào 'to know'

zhōng wén 'Chinese language'

zhōng 'middle'

zhù (zài) 'to live, stay'

zhūo zi 'table'

Your guide to the Michel Thomas Method courses

- No books
- No writing
- Just confidence

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Introductory course (2 CDs)

- First 2 hours of the Foundation course
- A taster of the Michel Thomas Method
- **£14.99**



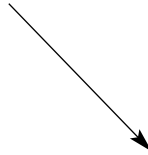
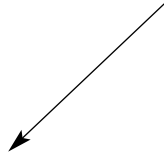
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